



# St. Lawrence

CEGEP CHAMPLAIN

## INSTITUTIONAL POLICY ON THE EVALUATION OF STUDENT ACHIEVEMENT

*In an attempt to make this document as inclusive as possible, the pronoun "they" is used to refer to singular nouns.*

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## **1 OBJECTIVES OF THE POLICY**

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CEGEP Champlain-St. Lawrence's Institutional Policy on the Evaluation of Student Achievement (IPESA) pursues two objectives:

- I. To ensure that the evaluation of student achievement fosters a high-quality learning experience, and that it is fair, equitable, and transparent.
- II. To ensure that the awarding of diplomas is based on the evaluation of student achievement regarding the program's stated competencies.

## **2 VALUES AND PRINCIPLES**

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The foundation of the Institutional Policy on the Evaluation of Student Achievement lies upon the following values and principles: equity, fairness, transparency, and a high-quality learning experience. The provisions of this policy aim at ensuring that the evaluation of student achievement is compliant with those standards.

### **2.1 EQUITY**

Equitable evaluation is unbiased and relies on the honest demonstration of learning.

To ensure equity

- a) Students are placed in similar conditions for developing the course-associated competencies of the program.
- b) Evaluation terms are similar for all students.
  - i) Evaluation terms are similar for students in different sections of the same course.
  - ii) Terms of the program comprehensive evaluation are similar for students of the same program over the course of a local program's lifespan.
- c) Students with disabilities or special needs are offered accommodations so that their condition does not prevent them from demonstrating their achievements.

### **2.2 FAIRNESS**

Fair evaluation is in line with the course and program expectations, the expected teaching and learning outcomes, and the progression of learning.

To ensure fairness

- a) The evaluation attests to the achievement of a program's competencies.
  - i) The evaluation is continuous and progressive.
  - ii) The evaluation objects, criteria, and weight are consistent with the objective(s) of the course.
  - iii) Success is relative to a set pass threshold.

- b) Post-secondary and professional experience are valued.
  - i) The evaluation of acquired competencies is evidence-based.
  - ii) The evaluation of acquired competencies serves the development of an individual learning plan.
  - iii) The recognized acquired competencies can come from professional, personal, or academic experience.

## **2.3 TRANSPARENCY**

Transparent evaluation relies on communication to students of the intention, contexts, and expectations of evaluation beforehand, as well as evaluation outcomes afterwards.

To ensure transparency

- a) Students are informed of evaluation terms;
  - i) Students are informed in advance of the course pass threshold(s) for every course.
  - ii) Students are informed in advance of the date and type of evaluation, as well as the criteria used to evaluate their learning.
- b) Students are allowed to learn from their evaluation.
  - i) Throughout the semester, students are presented with the evaluated work, and not only the mark.
  - ii) The marked final evaluation is available to students for consultation.
- c) Results of the evaluation are confidential.

## **2.4 HIGH-QUALITY LEARNING EXPERIENCE**

An evaluation based on a high-quality learning experience provides students with a learning environment that allows them to fulfill their full academic potential.

To foster a high-quality learning experience

- a) Literacy and proficiency in the language of instruction are valued.
- b) Students are expected to engage fully in the learning process for each of their courses.
- c) The evaluation serves deep learning.
  - i) Mistakes are a valued source of information.
  - ii) Feedback and results are timely and constructive.
  - iii) Both formative and summative evaluations are integral parts of competency development and evaluation.

### **3 SCOPE OF THE POLICY**

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This policy applies to the evaluation of achievement for students in all pre-university and technical programs that lead to a Diploma of College Studies (DEC) and in all programs leading to an Attestation of College Studies (AEC) offered by the Continuing Education Service at CEGEP Champlain-St. Lawrence.

When a program is offered in partnership with another CEGEP, the agreement specifies which institutional policy applies to the different courses.

### **4 EVALUATION FOR LEARNING**

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#### **4.1 DEFINITION**

Evaluation of student achievement is a process through which students demonstrate their level of achievement of a competency and teachers make an informed judgment about this demonstration. The process relies on collected, organized, analyzed, and interpreted data and compares these with set criteria in order to decide on the learning orientation, means, and outcomes. Evaluation of student achievement is criterion-referenced. It is not a normative process; a student's performance is not compared to their peers' performance but established according to a set of criteria.

The evaluation is not an end but a means.

#### **4.2 EVALUATION FOR LEARNING AT THE COLLEGE LEVEL**

Evaluation at the college level relies on a program approach and follows expected learning outcomes (competencies) for a course as defined by the local program. It is a professional responsibility of faculty in compliance with the orientations of the academic department, the program of studies and its competencies, as well as with this policy.

Faculty plan, design, and conduct evaluation activities in accordance with evaluation expectations (criteria, progression, pass threshold) defined in the generic course plan. The generic course plan is written by the academic department and approved by the program committee or by the General Education Coordination Group for General Education courses.

#### **4.3 NATURE OF EVALUATION**

Evaluation tasks can be used formatively, summatively, or for both purposes, depending on whether they are used as an informative tool for the teacher and student or are also used to attest to the student's achievement of a course's competencies and considered in the final course grade.

#### **4.3.1 Formative Evaluation**

Assessment tasks that are used to assess the outcomes of learning activities or student progress are deemed “formative” and are an important and ongoing part of the teaching and learning process. They aim to assist and further student learning by providing timely feedback to both students and teachers.

Faculty use formative assessments to orient their teaching strategies. Students use them to orient their learning strategies according to progress, difficulties, and learning pace. In order to do so, formative exercises and assignments use similar criteria as summative evaluations and, when reasonable, favour a similar context.

#### **4.3.2 Summative Evaluation**

Evaluation tasks that are used to attest to the student's achievement of a course's competencies and build the final course grade are deemed “summative.” Summative evaluations, like formative assessments, serve student learning. This type of evaluation is a formal process through which teachers form a partial or comprehensive judgment on the degree to which students have achieved the course outcomes and competencies.

Through summative evaluations, faculty formally assess for all students the level of achievement of the course outcomes and competencies as described in the generic course plan to produce a final grade that represents the level of achievement of the competencies associated with the course.

Summative evaluation activities must

- a) Be aligned with the intended learning outcomes of the course.
- b) Be used throughout the semester to assess learning progress.

When summative evaluation relies on group assignments, students must participate fully through the project.

To ensure a transparent evaluation, students are provided with key information on how they are expected to demonstrate their level of competency. As such, the grading of a summative evaluation is based on criteria known to students. Those criteria, as well as their weight, are specified in the evaluation instructions given to students.

The evaluation calendar, the weighting of evaluation tasks, and the context in which summative evaluation exercises and assignments are performed are clearly described in the course outline.

The weighting of evaluation tasks and, when needed, the context of summative evaluation exercises and assignments are defined in the generic course plan.

#### **4.4 EQUITY ACROSS SECTIONS**

Faculty collaborate with colleagues to ensure equity across different sections of a same course.

When assessing equity across sections regarding evaluation, academic departments must consider, among other elements, the evaluation calendar, the weighting of evaluation tasks, the criteria used for grading, and the context in which evaluation tasks are performed.



## **4.5 GRADING**

### **4.5.1 Grading Scale**

Final grades are given in percentage terms and reflect the demonstration of the achievement of the competencies associated with a course.

90-100	Outstanding demonstration of the competency
80-89	Very good demonstration of the competency
70-79	Good demonstration of the competency
60-69	Demonstration of the competency on or slightly above the pass threshold
0-59	Demonstration of the competency below the pass threshold

Students cannot earn bonus points through extra-credit evaluation.

### **4.5.2 Final Course Grade**

The final course grade is usually determined by cumulating grades of summative evaluations. The composition of the final grade is prescribed by the generic course plan and presented in the course outline.

Academic departments are responsible for ensuring consistency across different sections of a same course in the determination of the final course grade.

### **4.5.3 Pass Threshold**

The pass threshold is defined as the minimal level of achievement expected for each of the competencies listed in the generic course plan. It is defined in the generic course plan and presented to students in the course outline.

In accordance with Ministry standards, for any given course, when a student demonstrates only the minimal level of achievement, they are granted a grade of 60%.

### **4.5.4 Midterm Results**

Midterm results serve two purposes. They inform students of their progress towards the competencies associated with the course. They also allow the College to identify students at risk of failing in order to provide them with support.

These results are based on the results of summative evaluations and represent at least 15% of the final course grade.

### **4.5.5 Marking Period**

To ensure that evaluations serve learning, students are provided with timely feedback for formative assessments and summative evaluations. Corrected copies are usually returned within a two-week period, unless the assignment requires a more extensive and complex evaluation. In such cases, the faculty member informs the students of the expected timeframe for marking.

#### **4.5.6 Return of Marked Work**

Marked evaluations are presented to students with sufficient time for them to assess their learning needs. Teachers can leave these marked copies with the students, or they may collect and keep them. When a teacher decides to keep the marked copies, they must grant students access to these copies until the deadline for the course grade review request has passed.

#### **4.6 SCHEDULING EVALUATION**

Students are informed in the course outline of the weeks in which evaluations will take place and of deadlines for assignments. The use and modalities regarding evaluations worth less than 10% have to be announced in the course outline. However, their scheduling does not have to be included in the evaluation calendar. The total value of unscheduled summative evaluations cannot exceed 15%.

A statement is made in the course outline that dates and deadlines are subject to changes.

Any modifications to the evaluation dates or deadlines during the semester are communicated to the students by the teacher at least a week in advance. For modifications due to exceptional circumstances, the latter informs students of the new date or deadline as soon as possible.

#### **4.7 ATTENDANCE AT EVALUATION ACTIVITIES**

The equitable and fair evaluation of learning requires that students perform all summative evaluation activities stipulated in the course outline and that they are not penalized for serious circumstances beyond their control.

Students are responsible for completing all evaluation activities. They also are responsible for all material missed due to absences.

In-class contributions and progression can only be summatively evaluated when they are related to the competencies associated with the course. In those cases, such requirements are clearly indicated in the generic course plan and in the course outline. Attendance, in and of itself, is not an element of the competencies associated with a given course; therefore, it is not evaluated.

##### **4.7.1 Absence during a Summative Evaluation**

Students who are absent during a summative evaluation<sup>1</sup> without a valid excuse earn a mark of zero for that evaluation.

When a student is absent during a summative evaluation for serious circumstances beyond their control, it is incumbent upon the student to inform their teacher as quickly as possible and to contact their Academic Advisor so as to provide the latter with requested documentation to corroborate the validity of the absence, when appropriate. The Academic Advisor then assesses the validity of the absence and informs the teacher of the decision. When there is a disagreement on the validity of an absence, parties involved contact the Dean of Academic Organization and Registrar who renders a decision.

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<sup>1</sup> Including in-class tests, take-home exams, and short-term assignments

When their absence from a summative evaluation is excused, students are not penalized, but neither are they automatically granted a make-up evaluation. The teacher can decide to grant an extension for the assignment, set a make-up evaluation, or disregard this evaluation in establishing the final grade.

#### **4.8 FINAL EVALUATION**

The final evaluation attests comprehensively to students' achievement of the competencies and the elements of the competencies linked to the course.

Every course must have a final evaluation that accounts for a minimum of 40% of the final grade. This evaluation can be spread out over the final weeks of the semester.

The format of the final evaluation is determined in the generic course plan and specified in the course outline.

The final evaluation may include a combination of multiple evaluations and may take the form of a final examination.

##### **4.8.1 Final Examination**

A final examination is a possible form of final evaluation.

For DEC programs, the academic calendar includes a period of up to 10 days at the end of each fall and winter semester for final examinations. The final examination schedule is approved by the Dean of Academic Organization and Registrar.

Final examinations take place during the final examination period. Any departure from this rule stems from a recommendation by the program committee and requires authorization from the Dean of Faculty.

Precisions concerning a final examination are provided in the course outline and, when needed, determined in the generic course plan.

## **4.9 SUBMISSION OF STUDENT WORK**

### **4.9.1 Deadlines**

Deadlines for submitting summatively evaluated work are part of the structure of an evaluation and contribute to the planning of learning. They also contribute to the equity of evaluations. Deadlines are stated in the course outline, and it is the responsibility of students to meet them.

Students cannot benefit from submitting summatively evaluated work late. Assignments submitted late are subject to a penalty of 20% per calendar day for a maximum of two (2) days. Assignments submitted more than two days after the due date, or after marked copies were given back to students,<sup>2</sup> receive a grade of zero.

Teachers can refuse late submission of assignments that are worth less than 10% of the final grade.

A department may request an adaptation to this rule from the Director of Studies' Office on pedagogical grounds. When such an adaptation is granted, the departmental rule applies to all courses it offers and is presented in both the generic course plan and the course outline.

When a student is unable, for reasons beyond their control, to meet an assignment deadline, it is their responsibility to contact the teacher as soon as possible. If the reason is judged acceptable by the teacher, an extension can be granted for the assignment. The teacher may also decide to set a make-up assignment or to disregard this piece of work in establishing the final grade.

Students who are excused from attending class are not automatically excused from submitting assignments on time.

### **4.9.2 Style of Submitted Work**

Academic departments define and communicate the stylistic choices for referencing and citing source material.

Format or medium, electronic or otherwise, as well as means of submission, electronic or otherwise, are indicated in the course outline or the assignment instructions.

Teachers are not obliged to accept work that is non-compliant with such submission expectations.

### **4.9.3 Electronic Assignment Submission and Backup Copy**

Students are responsible for maintaining a backup copy of assignments produced in electronic form. This serves as a safeguard in the event of any problem or question concerning the submitted assignment.

It is also the student's responsibility to confirm that they have submitted the correct version of any document or assignment before the deadline for submission and to diligently submit

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<sup>2</sup> In this specific case, students are warned in the task's instructions.

a new copy of an assignment upon the teacher's request. When submitting an assignment electronically, students can resubmit a new copy of their work until the submission deadline.

#### **4.10 PROFICIENCY IN ENGLISH**

As an English-language educational institution, CEGEP Champlain-St. Lawrence strongly believes in enhancing students' ability to use English well in all areas of study and life. Consequently, for all courses in which the primary language for submission of assignments is English, teachers are required to include formative assessment and summative evaluation of English proficiency in their evaluation practices. Courses in which the primary language for submission of assignments is not English are not subject to this provision.

Assignments that are not language based (e.g., calculations, formulas, visual art productions) are excluded from this provision.

In all cases, students are informed in the course outline of the context for the evaluation of proficiency in English.

##### **4.10.1 Evaluation of English Proficiency in Courses other than English**

In courses where the acquisition of English language skills is not a primary learning objective, proficiency in English (e.g., spelling, vocabulary, grammar, and syntax) is assessed and evaluated.

Formative assessments and summative evaluations are both opportunities for teachers to indicate language mistakes to students in order to help them improve their English language skills. For summative evaluations, marks are subtracted from the grade for quality of English. No more than 10% is deducted from the grade of each evaluation. The specific modalities pertaining to this penalty are established within the department, if needed.

##### **4.10.2 Evaluation of English Proficiency in English Courses**

In courses where the acquisition of English language skills is a primary learning objective, there is no limit to the value of the evaluation of English proficiency in calculating a grade for a given assignment.

#### **4.11 EVALUATION OF WORKPLACE INTERNSHIPS**

Evaluation of workplace internships, although unique in its context, is subject to this policy, as is every evaluation of student achievement.

Evaluation and grading remain the prerogatives of the teacher responsible for the course. The teacher may choose, when allowed by the generic course plan, to use the workplace supervisor's evaluation as a summative evaluation, but it must represent less than 20% of the final course grade.

As for every evaluation, the workplace internship evaluation results must only reflect elements within the realm of action of the student.

##### **4.11.1 Eligibility Criteria for Workplace Internship Sites**

In keeping with the core values and provisions of this policy

- a) There must be a clear link between the types of work students will be performing at the internship site and the stated competencies for the course and program.
- b) The workplace must provide students with a work environment and tools that will allow them to perform their tasks in a professional manner.
- c) The workplace must provide supervision and support.
- d) The workplace supervisor must agree that student evaluations will be submitted to the department in charge of the course within clearly specified timeframes.
- e) The workplace supervisor cannot be a member of the student's family.

## **5 ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

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Students with documented disabilities are entitled, by law, to be offered appropriate accommodations based on their needs so that their condition does not prevent them from demonstrating their learning achievements.

Accommodations are a means to mitigate a student's disability when evaluating their learning. They may include, but are not limited to

- a) Alternative but equivalent tasks.
- b) Extended time for completion of evaluation tasks.
- c) Use of a quiet room.
- d) Use of memory aids.
- e) Use of special software or equipment.
- f) Specialized assistance provided by another person.

Only the College's designated professional, or a medical expert for a temporary situation, can determine appropriate accommodations.

Accommodations cannot result in an undue advantage for a student. Therefore, evaluation criteria must be maintained, and accommodations cannot provide the student with an undue advantage in meeting those criteria.

When a problematic situation occurs with respect to an accommodation, the issue is raised by one of the parties involved (e.g., student, teacher, Adapted Services Representative [AS], or Academic Advisor [AA]) and collaboration between all parties is expected. When the parties are unable to reach a consensus, the Director of Studies' Office renders a final decision.

In order for students to benefit from accommodations, it is their responsibility to meet with the designated professional and to provide supporting documentation signed by a medical or qualified professional.

The designated professional then meets with the student, reviews the documentation provided, and determines exactly what kinds of accommodations are appropriate, while respecting ministerial competencies.

An individualized education plan describing the proposed accommodations is prepared and signed by the designated professional and the student. This document is confidential. However, the teachers are notified of the accommodations by Adapted Services. The student must consent before any other information is shared with teachers or other people within the College.

There may be modifications to the individualized education plan during the semester, as needed, and these modifications may lead to changes to the accommodations. Teachers are encouraged to consult their class list on a regular basis for changes of status or to the accommodations among their students.

In exceptional cases, where a student's condition permanently precludes them from taking a particular course, they must seek an exemption from the course, as outlined in article [9.4](#) of this policy.

## **6 ACADEMIC INTEGRITY**

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In keeping with the values of fairness, equity, transparency, and high learning standards and consistent with the standards upheld by institutions of higher learning, CEGEP Champlain-St. Lawrence is committed to fostering academic integrity.

All members of the College community play a role in upholding academic integrity.

Education about academic integrity starts in students' first semester and continues as they advance in their program. A statement about academic integrity appears on all course outlines.

Teachers are responsible for informing students about appropriate academic practices in the context of a particular course.

Students are responsible for respecting the College's commitment to academic integrity and for consulting with their teacher should clarification be required.

### **6.1 BREACHES OF ACADEMIC INTEGRITY**

Cheating and plagiarism are serious forms of academic dishonesty that are completely at odds with the values of CEGEP Champlain-St. Lawrence.

#### **6.1.1 Cheating**

Cheating is defined as any deceptive or dishonest practice relative to academic coursework and evaluations intended to provide oneself with an undeserved advantage.

Teachers have an obligation to provide students in advance with clear information about the kinds of materials, instruments, or assistance that are permitted for a given evaluation, so as to make sure students are fully aware of the limits of allowed resources.

Examples of cheating in testing situations include, but are not limited to

- a) Copying or attempting to copy another's work.
- b) Obtaining or attempting to obtain unauthorized assistance of any kind.
- c) Using Artificial Intelligence (AI) in an unauthorized manner to write, or assist in writing, an essay or any other assignment.
- d) Providing or attempting to provide unauthorized assistance of any kind.
- e) Possessing or using any unauthorized material.
- f) Possessing or using any unauthorized instruments that can be used as information storage and retrieval devices.
- g) Taking an examination, test, or quiz in someone's place.
- h) Doing coursework or an assignment in someone's place.



- i) Having someone take an examination, test, or quiz in one's place.
- j) Engaging in unauthorized communication during an examination, test, or quiz.

Other examples of cheating in coursework and program comprehensive evaluation include but are not limited to

- a) Falsifying lab reports or any facts or sources in any assignment.
- b) Preparing an assignment for someone else or having someone else prepare an assignment.
- c) Allowing other students to copy work for the purpose of submitting it as their own.
- d) Claiming to have submitted work which in fact was never submitted to the teacher.
- e) Making false representation which may affect a grade (such as submitting a false medical certificate, etc.).
- f) Utilizing or providing any kind of prohibited assistance or collaboration.

Students found guilty of cheating in an evaluation activity will receive a grade of zero for that activity. Consequences of cheating are explained in the course outline.

All cases of cheating must be reported by the teacher to the Dean of Faculty, who is responsible for keeping track of all breaches of academic integrity along with their outcomes. Upon a second or further breach of academic integrity at the College, disciplinary actions will ensue, as determined by the Director of Studies. Those actions can reach the level of a suspension or an expulsion.

A second offence in the same course will result in automatic failure of the course, with the currently accumulated grade, up to a maximum of 59%.

### **6.1.2 Plagiarism**

Plagiarism is defined as the use by a student of someone else's language, ideas, images, statistical information, or other original material without referencing the original source. This applies to texts and other media published in print or online, to manuscripts, and to work produced by other students.

Self-plagiarism is the use by a student of their own previous academic work, or part of it, without the permission of all teachers involved.

To avoid plagiarism of others' work, material must be appropriately referenced. Furthermore, written and oral material, statistical information, and images must be properly referenced.

Teachers have an obligation to provide students in advance with clear information about what constitutes plagiarism in the context of the course and the methods of evaluation that have been chosen. Furthermore, consequences of plagiarism will be explained in the course outline.

Examples of plagiarism include, but are not limited to

- a) Using verbatim quotes without quotation marks or appropriate indentation.

- b) Using verbatim quotes without either a parenthetical reference or footnote to the original source.
- c) Not providing complete and valid references in the bibliography.
- d) Paraphrasing or summarizing ideas in a text where only a few words have been changed and that contains the same ideas found in the original source.
- e) Using statistical information or an image without reference to the original source.

A student found guilty of plagiarism by their teacher will be penalized for that activity, based on the context of the incident (level of the course, importance of the assignment, scope of plagiarism).

The penalty, as determined and applied by the teacher, should be proportional to the gravity of the incident and could be

- a) A simple warning with a rewrite of the evaluation.
- b) A penalty of a minimum of 10% of the total mark of the assignment.
- c) A grade of zero for this assignment.

All cases of plagiarism severe enough to result in a grade penalty must be reported by the teacher to the Dean of Faculty, who is responsible for keeping track of all breaches of academic integrity along with their outcomes. Upon a second or further breach of academic integrity severe enough to result in a grade penalty at the College, disciplinary actions such as suspension or expulsion may ensue, as determined by the Director of Studies.

## 7 COURSE OUTLINE

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The course outline is a key tool in the application of this policy. It is a thorough and reliable guide to the course. It informs students of the objective(s) and content of the course, how learning will unfold over the semester, and how and when student achievement will be evaluated. It follows the guidelines defined in the generic course plan.

Course outlines must be distributed electronically or otherwise during the first week of classes of the semester to all students registered in regular education courses and no later than the second course meeting in the case of continuing education courses. Teachers must also summarise in class the main elements of the course outline.

Students are responsible for reading the course outline and referring to it when needed.

### 7.1 CONTENT OF THE COURSE OUTLINE

#### Course identification

- Course title and code, credits, weighting of course components (hours of classroom instruction, laboratory, and homework)
- Academic semester
- Teacher's name or teachers' names and contact information

#### Course context

- The place and role of the course in the program and/or place in a sequence of courses

#### Course objective(s) and content

- The ministerial and College program competencies achieved by this course.
- Any other pertinent learning objectives (or intended learning outcomes)
- Course content

#### Instructional approaches and learning activities

- Instructional methods, learning activities, expected student participation (in addition to regular attendance)

#### Evaluation of learning

- The evaluation calendar, the weighting, and the context of summative evaluations, including the final evaluation (art. [4.3.2](#), [4.6](#), [4.7](#), [4.8](#))
- When applicable, precisions concerning a final examination (art. [4.8.1](#))
- The composition of the final grade (art. [4.5.2](#))
- The pass threshold (art. [4.5.3](#))
- The penalty applicable when an assignment is submitted late (art. [4.9.1](#))
- Requirements concerning formats for the submission of assignments and adherence to referencing style ([4.9.2](#))
- The context of evaluation of English proficiency and applicable penalty for the quality of English (art. [4.10](#))

- A statement about academic integrity, consequences of cheating, and consequences of plagiarism (art. [6](#))

#### Bibliography

- Required texts and other material
- Other optional resources

## **8 COURSE GRADES**

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### **8.1 SUBMISSION OF FINAL COURSE GRADES**

Teachers are required to submit final course grades to the office of the Dean of Academic Organization and Registrar according to the agreed-upon due dates and methods.

### **8.2 REPORTING OF FINAL COURSE GRADES**

Final course grade results are available for students' consultation through the CEGEP Champlain-St. Lawrence portal (<https://champlaincollege-st-lawrence.omnivox.ca>).

At the end of their studies at CEGEP Champlain-St. Lawrence, students receive a transcript (*Bulletin d'études collégiales*) according to forms and standards required by the Ministry.

### **8.3 CONFIDENTIALITY OF FINAL COURSE GRADES**

Unless students have given written permission to do otherwise, student records, grades, and transcripts are confidential and given out only to the students themselves and to staff members who require such information in the performance of their duties. For students under 18 years of age, the grades or transcripts will be released to the parent(s) or legal guardian(s) upon submitting a written request to the Dean of Academic Organization and Registrar. In order to maintain confidentiality, students' marks are never posted publicly.

### **8.4 GRADE REVIEW**

Students have a right to appeal a grade for an individual piece of work during the term or after the final grade has been submitted if they have reasonable grounds to believe their work has been unfairly or inequitably evaluated. They also have a right to appeal the final course grade.

Grounds for a grade review must be relevant to the evaluation itself. Effort put into work or consequences of a bad grade are not acceptable grounds for appeal.

The grade may be lowered, raised, or stay the same.

#### **8.4.1 Appealing the Grade of an Evaluation during the Semester**

When dissatisfied with the grade of an evaluation, students can approach the teacher in order to resolve the issue.

Students have two weeks after the moment they receive the grade of an evaluation to appeal that grade.

#### **8.4.2 Appealing a Final Grade**

When dissatisfied with a final grade, students can submit a formal grade review request to the Dean of Academic Organization and Registrar's Office who then transfers the request to the department coordinator, if deemed legitimate. Students have until the first day of the following semester to file a grade review request.

A final grade review can focus on the final evaluation alone or on work done during the semester. When submitting a grade review request pertaining to work done during the semester, students must demonstrate that they first tried to resolve the issue with their teacher within the time limit set in 8.4.1.

### **8.4.3 Responsibilities Regarding Grade Review**

It is the student's responsibility, in any matter pertaining to grade review, to provide the original evaluation activity documentation that was handed back to them.

Faculty members must provide the grade review committee with the course outline, assignments, tasks instructions, marking criteria, originals of the student's work still in their possession, and any other documents deemed relevant to the case.

Department coordinators (or, for continuing education, the Pedagogical Counselor) are responsible for striking a review committee made up of three people, one of whom is the teacher. When the grade review concerns a multidisciplinary course, it is incumbent upon the program coordinator to strike a review committee.

The review committee has 10 working days to complete the review and submit the final grade.

## **9 CERTIFICATION OF STUDIES**

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### **9.1 RECOGNITION OF PRIOR LEARNING**

#### **9.1.1 Equivalence (EQ)**

When a student shows that they have already attained the objective(s) of a course through previous studies, out-of-school training, or otherwise, the College may grant them an equivalence.

When the College has determined that a student has already achieved the competencies associated with the course, the student is deemed to have achieved the competencies linked to that course.

An equivalence can only be granted for a course of the program in which the student is enrolled. That includes courses from the general education component of the program.

Students are responsible for filing an equivalence request with the Academic Advisor and providing the latter with appropriate supporting documents. The Academic Advisor consults with the concerned academic departments when analyzing an equivalence request.

The final decision is rendered by the Dean of Academic Organization and Registrar.

No grade is awarded for an equivalence. The annotation EQ appears for that course on the student's transcript. The student is awarded the credits associated with the course. A course for which an equivalence has been granted does not have to be replaced by another course.

Equivalence may be granted on the basis of learning in another formal educational setting such as

- a) Secondary school courses that cover the content and meet the competencies of a course in the program in which the student is registered at the College (typically a technical program).
- b) College-level courses taken outside Québec that have content and competencies closely corresponding to those of the course for which the student is requesting an equivalence.
- c) University courses that have content and competencies closely corresponding to those of the course for which the student is requesting an equivalence.

Equivalence may also be granted on the basis of experiential learning where the College has been able to determine that such prior learning has enabled the student to master the content and achieve the competencies associated with a specific course in a given program. Experiential learning can also be recognized through the recognition of acquired competencies process (see article 9.1.2).

### **9.1.2 Recognition of Acquired Competencies**

When a continuing education student has already, through experiential learning, acquired competencies associated with a specific course in a given program, those competencies can be recognized.

Students are responsible for filing a request for recognition of acquired competencies and providing appropriate supporting documents specified by the Continuing Education Pedagogical Counselor. The content expert, with the help of the Pedagogical Counselor, designs evaluation activities to assess the competencies to be recognized.

Competencies can be partially or totally recognized, and students are accordingly awarded a pass or a partial pass mention.

When competencies of a course are totally recognized, the annotation RE appears for that course on the student's transcript. The student is awarded the credits associated with the course.

When competencies of a course are partially recognized as acquired, the content expert, assisted by the Pedagogical Counselor, prepares a study plan that may include attending portions of the course.

## **9.2 SUBSTITUTION OF COURSE (SU)**

The College may authorize the substitution of a course by another when the competencies are deemed equivalent or the same.

This administrative measure is used to ensure that students can complete the requirements for their diploma without having to take an undue number of additional courses. It is typically applied when a student changes programs or institutions, or when the revision of a program has resulted in the discontinuation or replacement of certain courses.

When a substitution is granted for a course, all of the competencies associated with the course are deemed to have been achieved.

The Academic Advisor analyses substitution requests and approves them when appropriate. Students are responsible for filing a request for a substitution and providing appropriate supporting documents as specified by the Academic Advisor. The latter consults, when needed, with the concerned academic departments when analyzing a substitution request.

A grade and credits are awarded for the replacement course, and the grade appears on the student's transcript. The substituted course also appears on the transcript with the annotation SU. No credits are awarded for the substituted course.

## **9.3 INCOMPLETE COURSES**

### **9.3.1 Withdrawal from a Course (DE)**

Students can withdraw from a course without a mention being entered on their record by notifying the Academic Advisor before the deadline determined by the Ministry.



### **9.3.2 Course Drop (AE)**

Students can drop a course without a grade being registered in their record by notifying the Academic Advisor before the deadline determined by the Ministry. In those cases, the mention AE (*Abandon sans échec*) appears on the student's transcript and no credits are awarded for the course.

The Dean of Academic Organization and Registrar may deny re-enrollment in a course to a student who has failed or dropped this course twice or more.

Students who drop a course after the deadline specified by the Ministry will receive a final course grade based on the evaluation of work completed to that point.

### **9.3.3 Temporary Incomplete (IT)**

A teacher can, for serious reasons, grant a student extra time to complete required evaluation tasks or a final examination beyond the deadline to submit final grades.

An interim annotation of IT appears for the incomplete course on the student transcript until a final grade is produced for the course.

For academic organization reasons, when partial evaluation results already amount to a passing grade, the latter appears temporarily on the student transcript until a final course grade is produced.

The teacher, in collaboration with the Dean of Academic Organization and Registrar, is responsible for setting a deadline for the completion of the task within the ministerial framework.

If the student fails to complete the necessary evaluation tasks by the deadline, the teacher assigns a final course grade based on the work completed and the summative evaluations planned for the course.

### **9.3.4 Incomplete (IN)**

When a student demonstrates that they are unable to complete a course for a serious reason beyond their control and the deadline for a course drop (Article 9.3.2) has passed, the College may grant them an Incomplete.

Students are responsible for filing a request for an Incomplete and providing appropriate supporting documents specified by the Dean of Academic Organization and Registrar. The Dean of Academic Organization and Registrar is responsible for authorizing the granting of an Incomplete.

The annotation IN appears for that course on the student's transcript. No credits are awarded for the course. The student will need to retake the course to complete their program.

## **9.4 EXEMPTION FROM A COURSE (DI)**

When a student is permanently unable to enroll in a required course which cannot be replaced by another, the College may exempt the student from having to take that course.

Students are responsible for filing a request for an exemption and providing appropriate supporting documents specified by the Dean of Academic Organization and Registrar.

The competencies associated with the course are considered “technically achieved.”

The annotation DI appears for that course on the student's transcript. No credits are awarded for the course, and the latter does not have to be replaced by another course for the student to complete their program of studies. The Dean of Academic Organization and Registrar is responsible for authorizing the granting of an exemption from a course according to ministerial requirements.

## **9.5 PROGRAM COMPREHENSIVE EVALUATION**

The program comprehensive evaluation is designed to verify that the student has, at the end of the program, met the exit profile. Students must pass the program comprehensive evaluation in order to graduate from their program.

The program comprehensive evaluation focuses on the program's exit profile and ministerial goals. It encompasses one or more methods of evaluation and favours tasks that represent what graduates should be able to accomplish.

Each program committee, in collaboration with the program-related academic departments, including general education, is responsible for the design, preparation, and evaluation procedures (including admission criteria for students to undertake the evaluation, the evaluation criteria, grading rubrics, and retake modalities in case of failure) of the comprehensive evaluation, in consultation with the Director of Studies' Office.

The program comprehensive evaluation can be structured as a specific course or as an evaluation activity for which participation is conditional upon the successful completion of the course or courses linked to the program comprehensive evaluation.

Dissemination of information to students is the responsibility of the program. Students receive a description of the comprehensive evaluation at the outset of the program. More detailed information is provided at the beginning of the term in which the evaluation is undertaken, normally the final semester of the program.

Successful completion of the program comprehensive evaluation attests that the student has demonstrated their achievement of the program's main competencies. Successful completion of the program comprehensive evaluation is indicated by the annotation RE on the student's transcript. Failure to successfully complete this evaluation is indicated by the annotation EC.

## **9.6 MINISTERIAL LANGUAGE EXAMINATION**

Students in all programs leading to a DEC are required to take and pass a ministerial language examination in order to graduate.

Unless ministerial exemptions apply, students who don't hold a certificate of eligibility to English education are required to take and pass the French Ministerial Examination (*Épreuve uniforme de français*).

Students who hold a certificate of eligibility to English education are required to take and pass either the French Ministerial Examination (*Épreuve uniforme de français*) or the Ministerial Examination of College English (English Exit Exam).

Successful completion of the Ministerial Language Examination is indicated by the annotation RE on the student's transcript. Failure of this exam is indicated by the annotation EC.

Students who fail the Ministerial Language Examination can retake it until they attain a passing grade.

## **9.7 RECOMMENDATION FOR GRADUATION**

The verification of a student file under consideration for the granting of a diploma is under the supervision of the Director of Studies' Office.

### **9.7.1 Diplomas of College Studies (DECs)**

Prior to recommending a student for graduation, the College verifies that the student has

- Achieved the government-prescribed minimal education requirements for admission to College.
- Obtained the required credits associated with courses and equivalences or substitutions that may have been granted.
- Passed the program comprehensive evaluation.
- Passed the Ministerial Language Examination and any other exit exam which may be required by the Ministry.

Upon completion of this verification, the Director of Studies' Office will seek a recommendation from the College's Board of Governors to the Ministry that the student be awarded a Diploma of College Studies. The government will only award diplomas to students upon receipt of the Board's recommendation.

### **9.7.2 Attestations of College Studies (AECs)**

Prior to recommending a student for graduation, the College verifies that the student has

- Achieved the government-prescribed minimal education requirements for admission to College.
- Obtained the required credits associated with courses and equivalences or substitutions that may have been granted.

Upon completion of this verification, the Director of Studies' Office will seek a recommendation from the College's Board of Governors to the Ministry that the student be awarded an Attestation of College Studies.

## **10 APPEALS AND COMPLAINTS REGARDING THE APPLICATION OF THE POLICY**

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In keeping with the principles that underpin this policy, students have a right to appeal academic decisions or to file complaints concerning matters governed by the policy.

An appeal is an application for the reconsideration of a judgment or decision made by a teacher, a professional, or an administrator.

Students can also appeal a grade. For information pertaining to this particular situation, see article 8.4. (grade review).

A complaint is an expression of dissatisfaction with some aspect of academic life governed by this policy.

### **10.1 PROCEDURE FOR APPEALS AND COMPLAINTS**

#### **10.1.1 Informal Level**

When dissatisfied with a matter governed by this policy, students are encouraged to first approach the teacher, the staff member, or the academic administrator who rendered the initial decision in order to resolve the issue at an informal level.

When the disputed decision was made by a teacher and the student finds it impossible to approach the teacher directly, or if the results of such a meeting are not satisfactory, they should then contact the teacher's department coordinator. When the appeal or complaint reaches the department coordinator, the teacher is entitled to be accompanied by a union or a department representative who acts as an observer during any meeting, and all parties must be informed of the outcome of the informal procedure by the coordinator.

Students can be accompanied by a student council member who will act as an observer during any meeting and at all stages of the appeals and complaints process.

#### **10.1.2 Formal Level**

When a student is still dissatisfied after trying to settle the dispute on an informal level, they can proceed to the formal level by contacting the Director of Studies' Office and completing the dedicated form. The Director of Studies' Office mandates an administrator to investigate and resolve the issue.

Both the student and the teacher, staff member, or administrator involved in the dispute are entitled to be accompanied by their union or student council representatives at all times during any meeting and at all stages of the formal procedures. These representatives act as observers. Throughout the process, all parties have the right to be heard and to present evidence of their positions in light of evidence provided by the other party or parties.

In cases involving a teacher, the Director of Studies' Office will send a copy of the formal written complaint to the teacher concerned and to their department coordinator.

The mandated administrator will first attempt mediation with both parties to resolve the problem. If mediation is unsuccessful, the mandated administrator will render a decision based on available supporting evidence from all parties.

All concerned parties must be informed of the results of the formal procedure by the mandated administrator. The mandated administrator will also send a letter to all parties involved informing them of the results.

## **11 ADOPTION, IMPLEMENTATION, REVISION, AND EVALUATION OF THE POLICY**

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### **11.1 ADOPTION**

The Governing Board is responsible for adopting this policy. Upon its adoption, a copy of the IPESA is submitted to the *Commission d'évaluation de l'enseignement collégial* (CEEC). Any subsequent amendments or revisions to the policy shall similarly be submitted to the CEEC immediately upon their adoption by the Governing Board.

### **11.2 IMPLEMENTATION**

The Governing Board sets the date the policy becomes effective while the Director of Studies' Office is tasked with its implementation.

Joint implementation efforts are essential for this policy so as to foster equitable, fair, transparent, and high-standard evaluation practices across CEGEP Champlain-St. Lawrence. Implementation efforts are two-fold. On one hand, the collaborating parties engage in the dissemination of the policy itself. On the other hand, they engage in the actual application of the policy.

The responsibility of being informed of the provisions of the IPESA pertaining to their situation is shared among all members of the CEGEP Champlain-St. Lawrence community. To facilitate this requirement

- a) An electronic version of the full policy is made readily available on the College website and on the student information and communication tool.
- b) A copy of the policy is distributed electronically or otherwise to all teachers and other College personnel affected by the policy.
- c) Reference to key provisions of the IPESA are included in all course outlines.

### **11.3 EVALUATION OF THE POLICY**

#### **11.3.1 Evaluation of the Implementation of the Policy**

The Director of Studies' Office annually monitors the implementation of the policy and informs the Commission of Studies of any problem that may arise.

The Director of Studies' Office carries out periodical evaluations of the implementation of the policy and produces a report presented to the Commission of Studies, adopted by the Governing Board and sent to the CEEC. The criteria used for evaluating the policy's implementation are the compliance of practices with the policy and the efficiency of the policy itself.

#### **11.3.2 Evaluation of the Policy**

The Director of Studies' Office evaluates the current policy at least every eight (8) years. The criteria used for the evaluation of the policy itself are its comprehensiveness, its coherence, its pertinence and its explicitness. All relevant bodies are consulted during the evaluation of the policy.

When the evaluation of the policy concludes that there is a need for a partial or complete revision, the Director of Studies' Office makes such recommendations to the Commission of Studies.

### **11.4 AMENDMENTS TO THE POLICY**

When the need for an amendment arises, the Director of Studies' Office analyses the situation, consults with relevant bodies, and presents the amended policy to the Commission of Studies for recommendation and to the Governing Board for adoption.

### **11.5 REVISION OF THE POLICY**

When the need for a partial or complete revision arises, the Commission of Studies recommends that the Governing Board initiate a revision.

The Director of Studies' Office is responsible for undertaking the revision process and the necessary consultations, and for drafting the amended or revised policy.

Resulting amendments or revisions to the policy are submitted to the CEEC immediately upon their adoption by the Governing Board.

## 12 SHARING OF RESPONSIBILITIES

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### 12.1 STUDENTS

- a) Demonstrate their level of achievement of a competency (art. [4.1](#)).
- b) Use formative assessment results to orient their learning strategies (art. [4.3](#)).
- c) Participate fully in group assignments (art. [4.3](#)).
- d) Take note of the evaluation calendar in the course outline and of any modification communicated by the teacher (art. [4.6](#)).
- e) Perform all evaluation activities scheduled in the course outline (art. [4.7](#)).
- f) Are fully responsible for missed materials due to an absence (art. [4.7](#)).
- g) When they are absent during a summative evaluation for serious circumstances beyond their control, inform their teacher as quickly as possible and contact their Academic Advisor and provide them with documentation to corroborate the validity of the absence when appropriate (art. [4.7](#)).
- h) Submit evaluated work on time, even when excused from attending class (art. [4.9](#)).
- i) When unable to meet an assignment deadline for reasons beyond their control, contact the teacher as soon as possible (art. [4.9](#)).
- j) Use the expected style for work submitted (art. [4.9](#)).
- k) Maintain a back-up copy of submitted work (art. [4.9](#)).
- l) Confirm that they have submitted the correct version of any document or assignment before the deadline for submission and diligently submit a new copy of an assignment upon the teacher's request (art. [4.9](#)).
- m) When eligible for accommodations for students with disabilities, meet with the designated professional and provide supporting documentation signed by a medical or qualified professional (art. [5](#)).
- n) Respect the College's commitment to academic integrity and consult with their teacher should clarification be required (art. [6](#)).
- o) Properly reference sources used in assignments to avoid plagiarism (art. [6.1](#)).
- p) Read the course outline and refer to it when needed (art. [7](#)).
- q) When dissatisfied with a grade, meet first with their teacher to try resolving the issue at an informal level (art. [8.4](#), [10.1](#)).
- r) When petitioning the Dean of Academic Organization and Registrar's Office for a grade review, provide original evaluation activity documentation (art. [8.4](#)).
- s) When relevant, file a request and provide appropriate documentation for
  - i. An equivalence (EQ) (art. [9.1](#))
  - ii. A recognition of acquired competencies (art. [9.1](#))
  - iii. A substitution of a course (SU) (art. [9.2](#))
  - iv. An Incomplete (IN) (art. [9.3](#))

- v. An exemption from a course (DI) (art. [9.4](#))
- t) When dissatisfied with a matter governed by this policy, first approach the teacher, the staff member, or the academic administrator who rendered the initial decision in order to try to resolve the issue at an informal level (art. [10.1](#)).

## **12.2 FACULTY**

- a) Plan, design, and conduct evaluation activities in accordance with evaluation expectations from the department, the program, and this policy (art. [4.2](#), [4.11](#)).
- b) Provide timely feedback for formative assessments and summative evaluations (art. [4.3](#), [4.5](#)).
- c) Use formative assessment results to orient their teaching (art. [4.3](#)).
- d) Provide students with key information on how they are expected to demonstrate their level of competency (art. [4.3](#)).
- e) Describe in the course outline the evaluation calendar, the weighting of evaluation tasks, and the context in which summative evaluation exercises and assignments are performed (art. [4.3](#)).
- f) Collaborate with colleagues to ensure equity across different sections of a same course (art. [4.4](#)).
- g) Formally assess, for all students, the level of achievement of the course outcomes and competencies as described in the generic course plan to produce a final grade that represents the level of achievement of the competencies associated with the course (art. [4.5](#)).
- h) Schedule evaluations within the provided guidelines (art. [4.6](#)).
- i) Inform students through the course outline of the evaluation calendar and of any modification to it during the semester at least one week in advance. For modifications due to exceptional circumstances, notify students as soon as possible (art. [4.6](#)).
- j) In situations when a student has a valid excuse for missing an evaluation, decide on whether to grant an extension for the assignment, set a make-up evaluation, or disregard the evaluation in establishing the student's final grade (art. [4.7](#)).
- k) Plan, design, and conduct final evaluations according to this policy and the generic course plan (art. [4.8](#)).
- l) Inform students through the course outline of precisions concerning the final examination (art. [4.8](#), [7.1](#)).
- m) In a situation where a student submits work late, decide on the validity of the student's excuses and on whether to grant an extension for the assignment, set a make-up assignment, or disregard this piece of work in establishing the student's final grade (art. [4.9](#)).
- n) Include formative assessments and summative evaluations of English proficiency in their teaching practice (art. [4.10](#)).



- o) Prior to the beginning of an internship, explain to the workplace supervisor all internship-specific evaluation criteria, their format, and their weighting as defined in the generic course plan (art. [4.11](#)).
- p) Present to students, through the course outline, internship-specific evaluation criteria, their format, and their weighting as defined in the generic course plan (art. [4.11](#)).
- q) Inform students about appropriate academic integrity practices in the context of a particular course (art. [6](#)).
- r) Provide students in advance with clear information about the kinds of materials, instruments, and/or assistance permitted for a given evaluation so as to make sure students are fully aware of the limits of allowed resources (art. [6.1](#)).
- s) Report to the Dean of Faculty all cases of cheating and of plagiarism deemed severe enough to result in a grade penalty (art. [6.1](#)).
- t) Distribute the course outline during the first week of classes of the semester to all students registered in their regular education courses and no later than the second class meeting in the case of continuing education courses (art. [7](#)).
- u) Summarise in class the main elements of the course outline (art. [7](#)).
- v) Submit final course grades to the office of the Dean of Academic Organization and Registrar according to the agreed-upon due dates and methods (art. [8.1](#)).
- w) Provide the grade review committee with the course outline, assignments, marking criteria, originals of the student's work still in their possession, and any other documents deemed relevant to the case (art. [8.4](#)).
- x) Receive, and try to resolve at an informal level, any appeals and complaints in which they are involved (art. [10.1](#)).

### **12.3 UNION REPRESENTATIVE**

- a) Accompany, when requested, the teacher or staff member at all stages of a formal procedure when an appeal or complaint is filed (art. [10.1](#)).

### **12.4 STUDENT ASSOCIATION REPRESENTATIVE**

- a) Accompany, when requested, the student at all stages of an informal or formal procedure when an appeal or complaint is filed (art. [10.1](#)).

### **12.5 DEPARTMENT COORDINATOR**

- a) Strike a committee for a grade review when the need arises (art. [8.4](#)).
- b) Receive, and try to resolve at an informal level, any appeals and complaints in which a teacher from their department is involved (art. [10.1](#)).
- c) Receive a copy of formal complaints involving teachers from their department (art. [10.1](#)).

## 12.6 ACADEMIC DEPARTMENTS

- a) Draft the generic course plan (GCP) so as to
  - i. Establish evaluation expectations (criteria, progression, and pass threshold) (art. [4.3](#)).
  - ii. Specify course outcomes and competencies to be achieved (art. [4.3](#)).
  - iii. Set the weighting or range of weightings for evaluation tasks and, when needed, the context of summative evaluation exercises and assignments (art. [4.3](#)).
  - iv. Establish the composition of the final course grade (art. [4.5](#)).
  - v. Set the pass threshold (art. [4.5](#)).
  - vi. Indicate when in-class contribution and progression can be summatively evaluated (art. [4.7](#)).
  - vii. Determine the format of the final evaluation (art. [4.8](#)).
  - viii. When needed, determine precisions concerning the final examination (art. [4.8](#)).
- b) Assess equity across section regarding evaluation and consider, among other elements, the evaluation calendar, the weighting of evaluation tasks, the criteria used for grading, and the context in which evaluation tasks are performed (art. [4.4](#)).
- c) Approve the composition of the final course grade and ensure consistency across sections for the determination of the final course grade (art. [4.5](#)).
- d) Request deadline flexibility, as required (art. [4.9](#)).
- e) Define and communicate referencing style requirements to be used in evaluated work (art. [4.10](#)).
- f) When needed, establish the specific modalities pertaining to how marks are subtracted for quality of English (art. [4.10](#)).
- g) Receive evaluations from the workplace internship supervisor ([4.11](#)).
- h) Make a recommendation to the Academic Advisor regarding an equivalence request when consulted ([9.1](#)).
- i) Make a recommendation to the Academic Advisor regarding a substitution request when consulted ([9.2](#)).
- j) Collaborate with the program committee in the design, preparation, and evaluation procedures of the comprehensive evaluation (art. [9.5](#)).

## **12.7 PROGRAM COMMITTEE**

- a) Approve the generic course plan (GCP) so as to
  - i. Approve evaluation expectations (criteria, progression, and pass threshold) (art. [4.3](#)).
  - ii. Approve course outcomes and competencies to be achieved (art. [4.3](#)).
  - iii. Approve the weighting or range of weightings for evaluation tasks and, when needed, the context of summative evaluation exercises and assignments (art. [4.3](#)).
  - iv. Approve the composition of the final course grade (art. [4.5](#)).
  - v. Approve the pass threshold (art. (art. [4.5](#)).
  - vi. Approve instances where in-class contribution and progression can be summatively evaluated (art. [4.7](#)).
  - vii. Approve the format of the final evaluation (art. [4.8](#)).
  - viii. Approve precisions concerning the final examination, when needed (art. [4.8](#)).
  - ix. Recommend to the Dean of Academic Organization and Registrar that a final examination take place outside of the final examination period, when appropriate (art. [4.6](#)).
- b) Design, prepare and evaluate procedures of the comprehensive evaluation (art. [9.5](#)).
- c) Provide students with a description of the comprehensive evaluation at the outset of the program and more detailed information at the beginning of the term in which the evaluation is undertaken (art. [9.5](#)).

## **12.8 ACADEMIC ADVISOR**

- a) Receive information from students who miss an evaluation and request appropriate supporting documentation from them, as required (art. [4.7](#)).
- b) Assess the validity of absences for a summative evaluation and inform the teacher of their decision (art. [4.7](#)).
- c) Receive students' requests for equivalence (EQ) and request appropriate supporting documentation from them, as required (art. [9.1](#)).
- d) Analyze and approve equivalence requests. Consult with the concerned academic departments, as required (art. [9.1](#)).
- e) Receive students' requests for substitution (SU) and request appropriate supporting documentation from them, as required (art. [9.2](#)).
- f) Analyze and approve substitution requests. Consult with the concerned academic departments, as required (art. [9.2](#)).
- g) Receive students' requests for withdrawal from a course within the timeframe specified by the Ministry (art. [9.3](#)).

- h) Receive students' requests for dropping a course within the timeframe specified by the Ministry (art. [9.3](#)).

#### **12.9 DESIGNATED PROFESSIONAL FOR ADAPTED SERVICES**

- a) Meet with students who request accommodations, review the documentation provided, and determine exactly what kinds of accommodations are required in given courses (art. [5](#)).
- b) Prepare an individualized education plan describing the proposed accommodations (art. [5](#)).
- c) Sign the individualized education plan (art. [5](#)).

#### **12.10 CONTENT EXPERT FOR CONTINUING EDUCATION**

- a) Design, with the help of the Pedagogical Counselor, evaluation activities to assess the competencies of students who request a recognition of acquired competencies (art. [9.1](#)).
- b) When competencies of a course have been partially recognized as acquired, prepare, with the help of the Pedagogical Counselor, a study plan that may include attending parts of the course (art. [9.1](#)).

#### **12.11 PEDAGOGICAL COUNSELOR FOR CONTINUING EDUCATION**

- a) Receive students' requests for recognition of acquired competencies and request appropriate supporting documentation, as required (art. [9.1](#)).
- b) Help the content expert in the design of evaluation activities to assess the competencies of students who request a recognition of acquired competencies (art. [9.1](#)).
- c) Help the content expert to prepare a study plan for students whose competencies have been partially recognized (art. [9.1](#)).

#### **12.12 DEAN OF ACADEMIC ORGANIZATION AND REGISTRAR**

- a) Render a decision when there is a disagreement on the validity of an absence (art. [4.7](#)).
- b) Approve the final examination schedule (art. [4.8](#)).
- c) Receive final course grades (art. [8.1](#)).
- d) Make final course grades available to students through the CEGEP Champlain-St. Lawrence portal (art. [8.2](#)).
- e) Send a transcript (*Bulletin d'études collégiales*) to students at the end of their studies at CEGEP Champlain-St. Lawrence (art. [8.2](#)).
- f) Upon written request, transmit grades or transcripts to the parent(s) or legal guardian(s) of students under 18 years of age (art. [8.3](#)).
- g) Collaborate with the teacher in setting a deadline for the completion of the task in Temporary Incomplete (IT) situations (art. [9.3](#)).
- h) Ask for appropriate documents from students requesting an Incomplete (IN) mention (art. [9.3](#)).
- i) Authorize the granting of an Incomplete (IN) (art. [9.3](#)).
- j) Ask for appropriate documentation from students requesting an exemption from a course (DI) (art. [9.4](#)).
- k) Authorize the granting of an exemption from a course (DI) according to ministerial requirements (art. [9.4](#)).

#### **12.13 DEAN OF ACADEMIC ORGANIZATION AND REGISTRAR'S OFFICE**

- a) Receive requests for formal grade reviews and transfer them to the department coordinator (art. [8.4](#)).

#### **12.14 DEAN OF FACULTY**

- a) Authorize final examinations to take place outside of the final examination period, when appropriate (art. [4.8](#)).
- b) Receive claims and keep track of all breaches of academic integrity, along with their outcomes (art. [6.1](#)).

#### **12.15 DIRECTOR OF STUDIES**

- a) Determine the disciplinary actions to take upon repeat breaches of academic integrity (art. [6.1](#)).

#### **12.16 DIRECTOR OF STUDIES' OFFICE**

- a) Receive and approve, when applicable, requests from departments for deadline flexibility (art. [4.9](#)).
- b) Render a final decision when a problematic situation arises regarding an accommodation (art. [5](#)).

- c) Is consulted in the design, preparation, and evaluation procedures of a program's comprehensive evaluation (art. [9.5](#)).
- d) Perform the verification of a student file for the granting of a diploma (art. [9.8](#)).
- e) Seek a recommendation from the Board of Governors to award a Diploma of College Studies for graduates of regular education programs (art. [9.7](#)).
- f) Seek a recommendation from the Board of Governors to award an Attestation of College Studies for graduates of education programs (art. [9.7](#)).
- g) Receive appeals and complaints regarding the application of the policy (art. [10.1](#)).
- h) Mandate an administrator to investigate and resolve issues raised by an appeal or a complaint related to a matter governed by this policy (art. [10.1](#)).
- i) When a complaint involves a teacher, send a copy of the formal written complaint to the teacher concerned and to their department coordinator (art. [10.1](#)).
- j) Mandate an administrator to
  - i. Attempt mediation in cases of appeal or complaint (art. [10.1](#)).
  - ii. Render a decision based on available supporting evidence from all parties concerned (art. [10.1](#)).
  - iii. Provide the results of the formal procedure (art. [10.1](#)).
  - iv. Send a letter to all parties concerned, informing them of the results (art. [10.1](#)).
- k) Implement the current policy (art. [11.2](#)).
- l) Evaluate implementation of the current policy (art. [11.3](#)).
- m) Evaluate the current policy (art. [11.3](#)).
- n) Undertake the revision process, the necessary consultations, and the drafting of the amended or revised policy (art. [11.5](#)).

#### **12.17 COMMISSION OF STUDIES**

- a) Receive the Director of Studies' Office information on the implementation of the policy (art. [11.3](#)).
- b) Receive the Director of Studies' Office reports resulting from periodical evaluations of the implementation of the policy (art. [11.3](#)).
- c) Receive recommendations for a revision from the Director of Studies' Office (art. [11.3](#)).
- d) Recommend that the Governing Board initiate a revision of the policy (art. [11.5](#)).

#### **12.18 GOVERNING BOARD**

- a) Adopt the policy (art. [11.1](#)).
- b) Decide on the policy's implementation date (art. [11.2](#)).
- c) Adopt the report on the evaluation of the policy's implementation (art. [11.3](#)).
- d) Launch a revision of the policy when needed (art. [11.5](#)).

- e) Adopt amendments to or a revision of the policy (art. [11.5](#)).

**12.19 BOARD OF GOVERNORS**

- a) Recommend the awarding of a Diploma of College Studies for graduating students upon request from the Director of Studies (art. [9.7](#)).
- b) Recommend the awarding of an Attestation of College Studies for graduating students upon request from the Director of Studies (art. [9.7](#)).

## 13 GLOSSARY

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Academic integrity

(art. [6](#))

"Academic integrity is the commitment to and demonstration of honest and moral behavior in an academic setting."<sup>3</sup>

Accommodation

(art. [5](#))

Modifications to a situation in order to mitigate someone's disability.

Amendment

(art. [11.1](#) and [11.4](#))

Modification to the policy that does not alter the spirit of current provisions.

Coherence of the policy

(art. [11.3](#))

The quality of presenting provisions that form a harmonised set without contradictions.

Competency

(art. [4.1](#), [4.2](#), [4.3](#), [4.5](#), [4.7](#), [4.8](#), [5](#), [7.1](#), [9.1](#), [9.2](#), [9.4](#), [9.5](#))

Ability to mobilize an integrated set of knowledge, skills, and attitudes in order to perform a task with an expected performance level.

The Ministry, in the program description, presents the competencies to be acquired by students. It breaks them down into elements, i.e., basic components. Together, the competency and its elements are called an objective.

A competency is deemed achieved when all its components are successfully completed.

The College determines, in its local program, the course(s) that will enable students to develop and demonstrate the achievement of the program competencies.

Compliance of practices with the policy

(art. [11.3](#))

Extent to which all those involved are exercising their responsibilities in accordance with the policy requirements.<sup>4</sup>

Comprehensive evaluation

Evaluation that encompasses the most important parts of the competencies associated with the course.

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<sup>3</sup> <https://writingcenter.unc.edu/esl/resources/academic-integrity/>

<sup>4</sup> [http://www.ceec.gouv.qc.ca/documents/2006/04/apppiea\\_document-orientations\\_2006-04\\_anglais.pdf](http://www.ceec.gouv.qc.ca/documents/2006/04/apppiea_document-orientations_2006-04_anglais.pdf)



Comprehensiveness of the policy<sup>5</sup>

(art. [11.3](#))

The quality of including all provisions deemed essential by the CEEC and the RREC.

Contexts of evaluation

(art. [4.3](#), [4.4](#), [4.10](#), [4.11](#), [6](#), [7.1](#))

Conditions in which students are placed to perform an evaluation, including working individually or in groups, whether or not they have access to references, tools, or software, etc.

Credits

(art. [7.1](#), [9.1](#), [9.2](#), [9.3](#), [9.4](#), [9.7](#))

Recognition that a student has successfully demonstrated the achievement of the competencies associated with a course. One credit is equivalent to 45 hours of successful learning activities.

Criteria (marking criteria)

(art. [4.1](#), [4.2](#), [4.3](#), [4.4](#), [5](#), [8.4](#), [9.6](#).)

Quality or characteristic used to form a judgment on the object of an evaluation.

The Ministry, in the program description, presents performance criteria that are used in establishing marking criteria.

Criterion-referenced evaluation

(art. [4.1](#))

Evaluation where demonstrations are compared with established criteria, and not other demonstrations, in order to form a judgment.

Disability

(art. [5](#))

Permanent or temporary condition that prevents a person from engaging in certain tasks.

Efficiency of the policy

(art. [11.3](#))

Extent to which the objectives of the policy have been met.

Equivalent tasks in the context of accommodation

(art. [5](#))

Evaluation tasks in the context of accommodation are deemed equivalent when they have the same objects, criteria, and weighting of criteria.

Exit profile

(art. [9.5](#))

Local description of the expected student profile after successful completion of a program of studies.

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<sup>5</sup> [http://www.ceec.gouv.qc.ca/documents/1994/01/piea\\_cadre-reference\\_1994-01-11\\_anglais.pdf](http://www.ceec.gouv.qc.ca/documents/1994/01/piea_cadre-reference_1994-01-11_anglais.pdf)

Explicitness of the policy

(art. [11.3](#))

The quality of presenting clear and unambiguous provisions.

Final course grade

(art. [4.3](#), [4.5](#), [4.11](#), [8.1](#), [8.2](#), [8.3](#), [8.4](#), [9.3](#))

Numerical value from 0 to 100 used to describe the level of achievement demonstrated by a student of a course's objective(s) at the end of the semester. The final course grade is transmitted to the Ministry and appears on the student's transcript.

Object of evaluation

Portion of the element(s) of competency(ies) for which students are asked to demonstrate their level of achievement.

Ministry

(art. [4.5](#), [8.2](#), [9.3](#), [9.7](#))

Ministry responsible for college education.

Objective of a course

(art. [4.10](#), [7.1](#), [9.1](#))

Description of the tasks students should be able to perform successfully at the end of a course.

Pass threshold

(art. [4.2](#), [4.5](#), [7.1](#), [9.5](#), [9.6](#).)

Description of the minimal performance a student must demonstrate to obtain a passing grade (60%) in a course.

Pertinence of the policy

(art. [11.3](#))

The quality of presenting provisions that are consistent with the objectives of the policy.

Transcript (also known as College Studies Transcript, statement of marks, *bulletin d'études collégiales*, or *relevé de notes*)

(art. [8.2](#), [8.3](#), [9.1](#), [9.2](#), [9.3](#), [9.4](#), [9.5](#), [9.6](#).)

Document issued by the College to a student, indicating the final course grade or annotation obtained by the student for every course they have taken, the number of credits earned, and various other information items concerning the student's educational path,<sup>6</sup> including the results of college-level examinations.

Weight of an evaluation

(art. [4.3](#), [4.4](#), [7.1](#))

Expected value of an evaluation task in the calculation of the final course grade.

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<sup>6</sup><http://www.education.gouv.qc.ca/en/colleges/enseignants-et-personnel-de-college/references/diplomes/official-college-documents/>

Weight of a criterion

(art. [4.3](#))

In the marking of an evaluation, the value given to a criterion in establishing the evaluation grade.

Workplace supervisor

(art. [4.11](#))

Employee of an internship workplace responsible for assigning tasks to interns and for monitoring and regulating their day-to-day performance regarding those tasks.

Revision of the policy

(art. [11.1](#), [11.3](#), and [11.5](#))

Process that leads to major modifications to the policy, its structure, or the spirit of its provisions.